

HIV: Review & Focus on Communication

Grade 12, Lesson 12d

Suggested for use with 12th grade, but appropriate 9-12

Student Learning Objectives

The student will be able to ...

1. list three fluids that can transmit HIV and three ways that HIV is transmitted.
2. list three ways to eliminate or reduce the risk of getting HIV.
3. describe three strategies for communicating with partners about using condoms, using dental dams, and getting tested for HIV.
4. demonstrate the ability to discuss HIV status and negotiate HIV testing with a partner.

Agenda

1. Introduce the lesson's focus and describe its outline.
2. Use *HIV & AIDS Quiz* in small groups, followed by a short discussion.
3. Show and discuss *HIV Visuals 1 and 2*.
4. OPTIONAL: Transition to communication skills with the one-minute YouTube video, *Your body. Your rules*. (film recommended only at 12th grade)
5. Using *Screenplay Prompts*, have small groups write their own YouTube video scripts to promote communicating with partners about HIV risk reduction.
6. Invite students to perform the scripts.
7. Remind your class about community resources for questions and health care.
8. Articulate the lesson's take-away messages.
9. Assign homework.

This lesson was most recently edited January 20, 2011.

Materials Needed

Student materials

- **HIV & AIDS Quiz** (10-15 copies per class, for use in groups of two to four students)
- **Screenplay Prompts** (three copies per class, cut into 15 separate instructions)
- **Individual Homework:**
- **HIV – Communication & Local Resources** (one copy per student)
- **Family Homework: HIV & AIDS: Review with Emphasis on Communication** (one copy per student)

Classroom materials

- **HIV Visuals 1-2** (contained in this lesson and also available online as a PowerPoint slide: www.kingcounty.gov/health/FLASH)

Teacher Preparation

Well in advance ...

- If you are teaching this HIV lesson in Washington State outside of a whole *FLASH* unit, then 30 days or more before the lesson, **notify families that you will be teaching about HIV.**¹ (If you teach this lesson *in* the context of a unit, you should have already given families 30 days' notice. There is no need to repeat notice for the HIV lessons.) Let families know that you hope to partner with them in educating their child. Offer to answer their questions. Explain, too, that they do have a right to excuse their child and that you will respect that decision. A sample letter to families regarding the whole unit is available as *Appendix 1* of this curriculum in your binder in English and in six languages – English, Spanish, Chinese, Russian, Vietnamese and Arabic – online (www.kingcounty.gov/health/FLASH).
- **OPTIONAL: Preview the free online film** *Your Body. Your Rules.* (one minute) www.youtube.com/watch?v=MLdFreZRw0s

Check that you are able to access the film (URL above) from your classroom computer. If not, consult with your school district's IT staff about unblocking it and/or problem-solving how you can show it. You may need to confirm that your district did approve the film as a part of adopting the **FLASH** curriculum.

NOTE: The film is recommended by the authors of **FLASH** for 12th grade only. Even then, it will be age- and culturally-appropriate in some settings and not others. It does a great job of modeling assertiveness with respect to condom use and reinforcing the norm that young people act responsibly. It could be perceived by some audiences, however, as supporting casual sex as long as condoms are used. That is not our intention.

¹ In other states, a different notice period may apply. See *Appendix 2: Laws Relevant To a Sexual Health Unit*.

- **Prepare yourself to discuss briefly whether and where teens in your community can obtain HIV tests and condoms.** Find state laws here: www.sexetc.org/state/?state_us_id=AL. Find test sites by city and zip code here: www.hivtest.org. Mobile phone users can send a text message with their ZIP code to “KNOWIT” (566948) to identify a nearby testing site. Call your local 2-1-1 operator, public health department or Planned Parenthood for information about condom access in your area.

The day before the class ...

- **Make copies** of Materials Needed (see above).
- **Write on the board:** The National AIDS Hotline is now: 1-800-CDC-INFO (1-800-232-4636); TTY: 1-888-232-6348 (Hours: 24 hours a day, 7 days a week) E-mail: cdcinfo@cdc.gov.

Standards

National Health Education Standard:

- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - Performance Indicator 7.12.1** Analyze the role of individual responsibility for enhancing health.
 - Performance Indicator 7.12.2** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
 - Performance Indicator 7.12.3** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Washington State Health Education Standard:

- **Essential Academic Learning Requirement (EALR) 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
 - Component 2.3** Understands the concepts of prevention and control of disease.
 - Grade Level Expectations (GLE) 2.3.1** Analyzes personal health practices.

Activities

NOTE: Instructions to you are in regular font. Suggested script of what to say is in italics. Feel free to modify the script to your style and your students' needs.

1. Introduce the lesson's focus and describe its outline.

This HIV and AIDS lesson should be fun and challenging. We're going to start with a quick review of facts about HIV and AIDS in small groups. Then we'll watch a fun YouTube video. Then you'll work in small groups to script your own YouTube videos. And we'll end, if we have time, with people acting out some of their scripts.

This lesson is about two main things: 1) (raise one finger) getting tested and 2) (raise a second finger) using barriers as ways to protect yourself and each other from HIV. What is a barrier that people can use during one of the types of sex to protect themselves from HIV? That's right: It's a condom (male or female) for vaginal, anal or oral sex on a penis or a dental dam, a small square of latex, for oral sex on a vagina.

2. Use *HIV & AIDS Quiz* in small groups, followed by a short discussion, to briefly review key facts about HIV.

Divide the class into small groups of 2-4 students. One fun, fairly quick way to divide them is to have them find other people in the class that were born in the same month that they were, but any groupings will work. Give each group a copy of *HIV and AIDS Quiz* and allow them 5 minutes to complete as much of it as they can.

Debrief the test as a whole class, where each group gets to answer one question aloud and the others can disagree or help them out as needed. Correct answers are as follow:

(1) What do the letters HIV stand for?

- Human
- Immunodeficiency
- Virus

(2) What do the letters AIDS stand for?

- Acquired
- Immune
- Deficiency
- Syndrome

(3) What is the difference between HIV and AIDS?

- HIV is the virus that *causes* AIDS.
- HIV is passed from person to person from four body fluids. People don't transmit AIDS, they transmit the virus that causes AIDS, i.e. HIV.
- HIV gets into the body and takes over the CD-4 cells, those cells that are critical to helping our bodies fight off diseases. Once it takes over the CD-4 cells, it uses them to multiply and create more HIV cells. It then destroys the CD-4 cells when it is done using it, therefore severely damaging the immune system.

- It takes years for someone with HIV to get an AIDS diagnosis. There are two ways to diagnose AIDS. The first one is that someone has HIV and their immune system gets so badly damaged from HIV that it has difficulty fighting off specific illnesses and cancers. The second is that someone has HIV and their CD-4 cell count goes below 200, compared to around 1,000 for people with healthy immune systems.¹

(4) What are the four body fluids that can transmit HIV?

- Blood
- Semen
- Vaginal Fluids
- Breast milk²

(5) What are the three common ways to transmit HIV?

- Vaginal, anal and oral sex without a barrier (condom or dental dam)
- Sharing needles/works for injection drug use
- Mother-to-child during pregnancy, birth or breastfeeding

(6) How long should a person wait to get tested if they think they may have been exposed to HIV and why?

- 3 months. HIV tests look for the antibodies that our bodies create to fight off HIV. It can take up to three months, and sometimes longer, for our bodies to develop enough antibodies to show up on a test.³

(7) Name three ways that a person can reduce their risk of getting HIV?

- Abstinence from sex and injection drug use
- Protected oral, vaginal and anal sex – the use of barriers (condoms and dental dams)
- No sharing of needles/works
- Mutual Monogamy – sex with only one person who does not have HIV, and vice versa
- Get tested regularly and ask your partner(s) to get tested, but remember that *recent* infection probably won't show up!⁴

3. Use *HIV Visuals 1 and 2* to establish a norm that young people are responsible about HIV prevention.

A lot of adults consider teens irresponsible. The truth is, that's nonsense. Let me show you a couple of statistics about how responsible your generation is getting in terms of protecting themselves and the people they care about from HIV.

Show ***HIV Visual 1: Condom Use among Students Who Have Had Sex (grades 9-12)***.

Have a volunteer read it aloud: "Between 1991 and 2009, the proportion of high school students who used a condom the last time they had sex increased from 46% to 61%."⁵

*In other words teens today are more likely to use condoms than they were 20 years ago. And, although it doesn't say so here, more teens today are using condoms regularly than adults over age 40.⁶ Most teens **are** protecting themselves.*

Show ***HIV, Visual 2: HIV Tests Among Students (grade 12 only)***. Have a volunteer read it aloud: "19% of seniors in high school have been tested for HIV at least once."⁷

In other words, teens are not only using condoms, they're also starting to get tested. The CDC recommends that every teen who's had sex should be tested. However, considering that many seniors have not even had sex yet, 19% is not bad.

4. OPTIONAL: Transition to communication skills with the one-minute YouTube video, *Your body. Your rules.* (recommended only at 12th grade)

In this film, a young woman rejects a young man who won't use condoms. The video can be found here: www.youtube.com/watch?v=MLdFreZRw0s.

Introduce it by asking people to enjoy the humor, making clear that you aren't showing it to promote casual sex. Ask people to listen for the film's bottom line message.

Discussion questions for after the film could include these, but allow only three or four minutes for discussion:

- *What do you think the filmmakers are trying to say?*
- *This young woman had clearly thought in advance about what to say. Why does it help to think it through ahead of time?*
- *She was really snarky (testy, snide). It was made to be funny. In real life what could someone say that **wouldn't** be so biting but **would** be just clear to assert their right to use a condom or to have their partner use one?*
- *What if she came from a culture or a family where women don't speak to men like this? What could she say and how could she say it to still insist on safety?*

5. Using Screenplay Prompts, have small groups write their own YouTube video scripts to promote communicating with partners about HIV risk reduction. Introduce the exercise:

*What we just saw was a young woman giving a clear message about the importance of using condoms, admittedly with quite a punch. Now it's your turn – in your small groups -- to create a one-minute video where you, too, will communicate clearly about how to avoid HIV. Imagine your video will appear on YouTube. It doesn't have to be funny or biting the way this one was. It can be serious, sweet, silly, whatever. It should be one that is classroom appropriate and that your younger brother or sister could watch. Your job is to make the viewer **want** to communicate with their partner about **either** getting tested **or** using a barrier to prevent the spread of HIV.*

Hand out copies of the *Screenplay Prompts*. Allow groups five to six minutes to write a script for one of the five scenes.

6. Invite students to perform the scripts.

Encourage one member of a group to read their instructions and then set the scene (indoors, outdoors, time of day and location).

Encourage the actors to stay in role after the scene and talk about how it felt to communicate the way they did.

Do only as many screenplay scripts as you can and still save five minutes for activities 7-9, below.

7. Remind your class about community resources for questions and health care.

NOTE: If you expect most of your students to complete individual homework, this Activity will be redundant. You can skip to Activity 8, below.

Discuss your own state's laws regarding teens' access to HIV tests and condoms.

You will find them here: www.sexetc.org/state/?state_us_id=AL.

Describe where in your community teens can get HIV tests and condoms. You will find test sites by city and zip code here: www.hivtest.org. Mobile phone users can send a text message with their ZIP code to "KNOWIT" (566948) to identify a nearby testing site. Call your local 2-1-1 operator, public health department or Planned Parenthood for information about condom access in your area.

Point out that you have written CDC hotline numbers and email on the board, in case people have questions they would prefer to ask that way. Explain that the hotline serves both English- and Spanish-speakers.

8. Articulate the lesson's take-away messages.

The main take-away message that I hope you'll remember from today is that it's possible to talk about serious stuff – like HIV tests and condoms and dental dams -- with a partner, and that you can handle it.

9. Assign homework.

a. *Individual Homework: HIV – Communication & Local Resources*

You can skip the individual homework assignment if you have assigned Research Reports and you expect a group of students to make an oral presentation during Lesson 14 about STD testing sites.

b. *Family Homework: HIV & AIDS: Review with Emphasis on Communication*

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/FLASH – click on "Parents & Guardians."

HIV and AIDS Quiz

Names of people in your small group:

Period: _____

1) What do the letters HIV stand for?

H _____
I _____
V _____

2) What do the letters AIDS stand for?

A _____
I _____
D _____
S _____

3) What is the difference between HIV and AIDS?

4) What are the four body fluids that can transmit HIV?

| | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

5) What are the three common ways to transmit HIV?

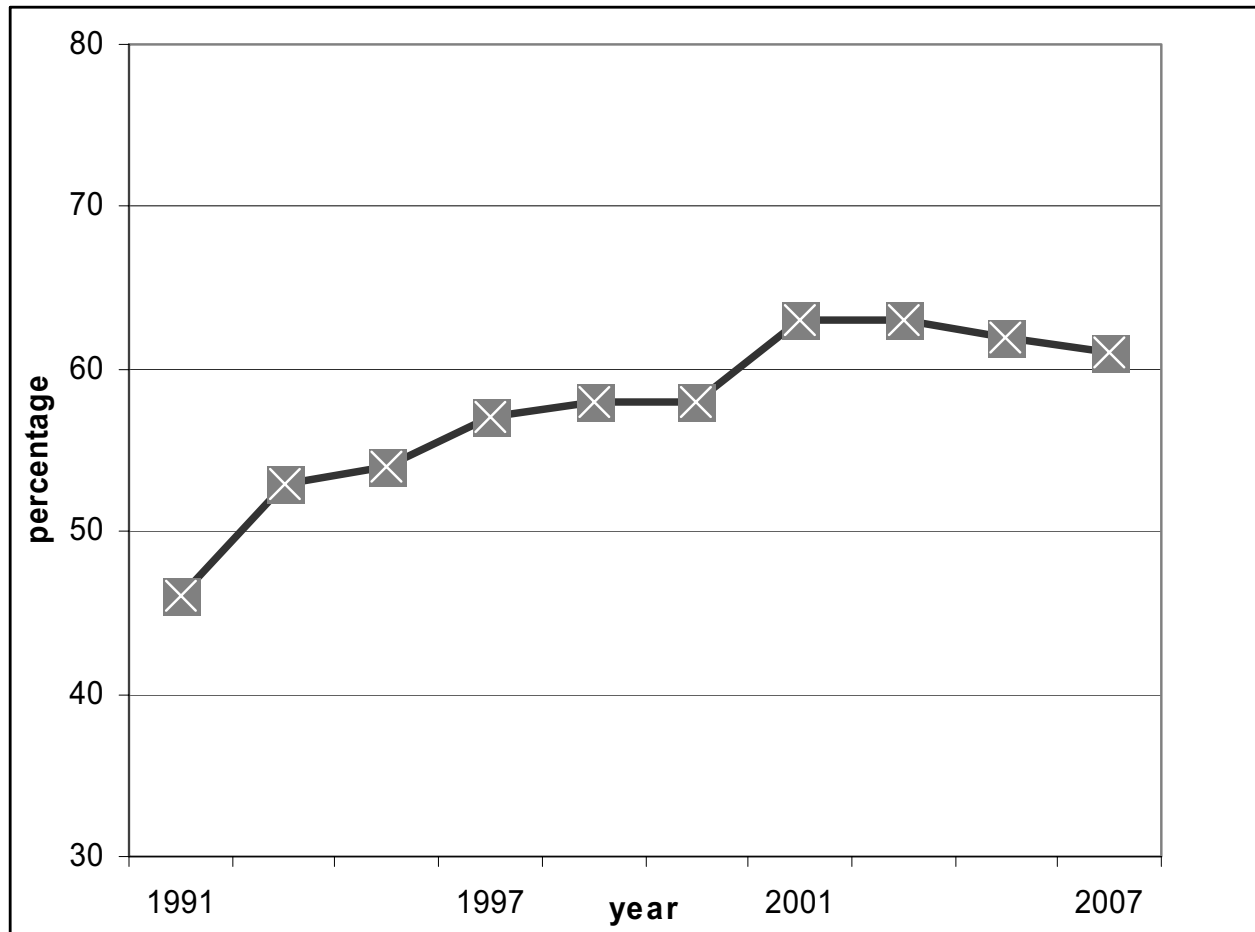
1. _____
2. _____
3. _____

6) How long should a person wait to get tested if they think they may have been exposed to HIV and why?

7) Name three ways that a person can reduce their risk of getting HIV?

HIV, Visual 1:

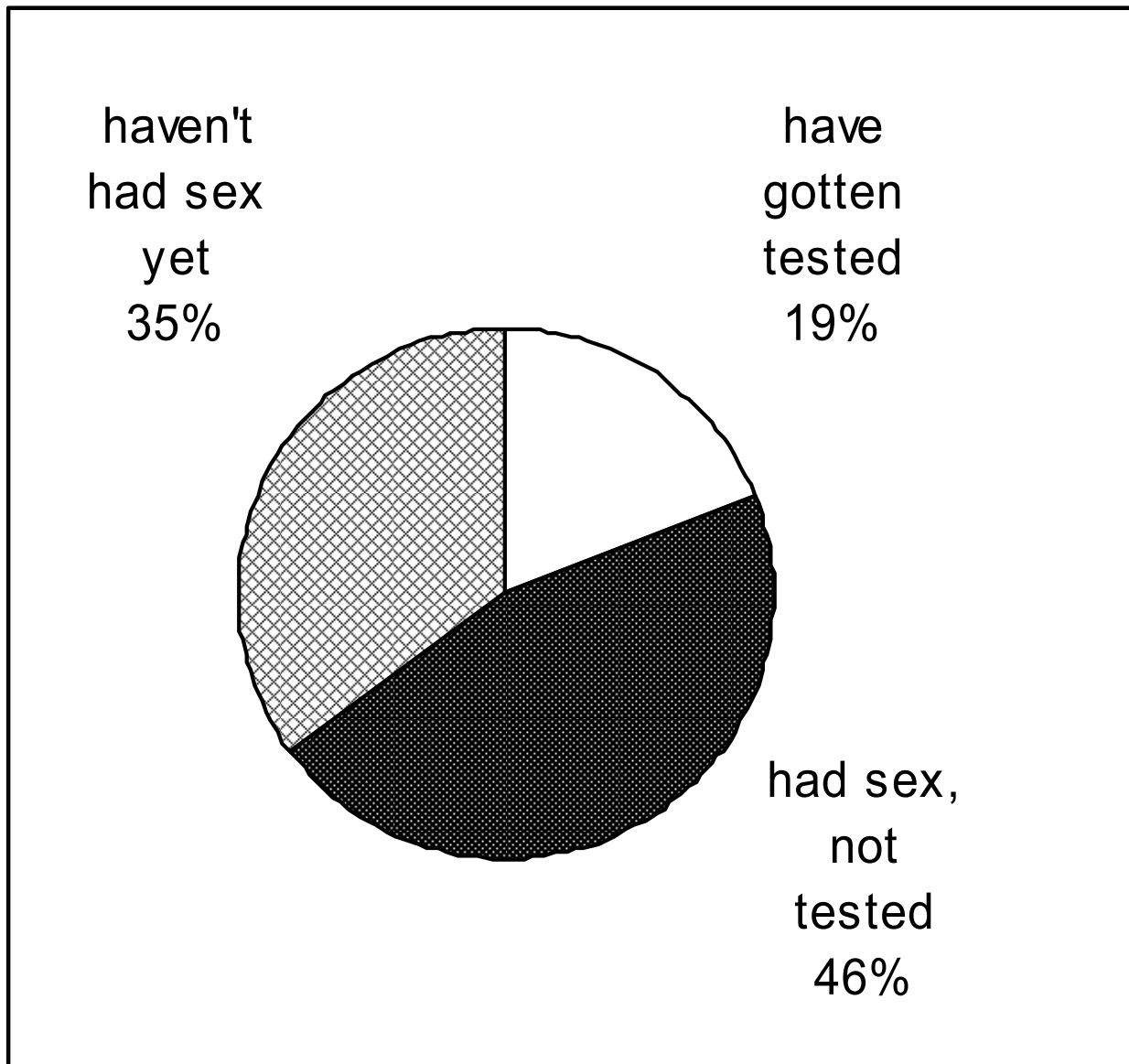
Condom Use among Students Who Have Had Sex (grades 9-12)



Between 1991 and 2009, the proportion of high school students who used a condom the last time they had sex increased from 46% to 61%.

HIV, Visual 2:

HIV Tests among Students (grade 12 only)



19% of seniors in high school have been tested for HIV at least once.

Screenplay Prompts

Video One

Suppose a young couple have been together for almost a year and they're considering having sex. The young man tells his girlfriend that he doesn't want to use condoms. What if she doesn't just want to just walk out? Your video will make every young woman brave enough to stay and take a stand, instead of walking out.

Video Two

Suppose a young couple (gay or straight – it doesn't matter) have been together for several months. They are talking about having sex, but one feels strongly that they have to use condoms. He doesn't want his partner to freak out about it, but he knows he has to bring it up. Your video will make bringing it up seem easy ... maybe also loving, romantic or sweet, but at least easy to talk about.

Video Three

Suppose a young woman likes this guy and he seems to like her. She's heard that he's getting ready to ask her out ... to get together for dinner or something. She knows that some guys expect sex when they pay for a date, but she's not ready for that. Your video will make it seem easy to let someone know up front that you aren't willing to go that far.

Video Four

Suppose a young couple (gay or straight – it doesn't matter) has been together for several months. Things have been getting more sexual lately and one feels strongly that they both need to get tested for HIV before they get any more serious. Your video will make every teen brave enough to bring it up. You will make it seem easy ... maybe also loving, romantic or sweet, but at least easy to talk about.

Video Five

Suppose a young couple (lesbian or straight – it doesn't matter) has been together for several years. They have had oral sex once but they didn't use dental dams. One feels like that was a mistake. Your video will make talking about dental dams and insisting on protection seem cool. And easy.

Individual Homework:

HIV - Communication & Local Resources

Name _____ Date _____ Period _____

You have five options for Individual Homework credit. Do any **one** of these five alternatives:

1. Film and post the YouTube video you scripted in class today. Write the video's URL here: _____
2. Find out your own state's laws regarding teens' access to HIV tests and condoms. You will find them here: www.sexetc.org/state/?state_us_id=AL. Write 2 paragraphs about the laws and your opinion about them. Attach them to this page.
3. Find out where in your community teens can get HIV tests. You will find test sites by city and zip code here: www.hivtest.org. Mobile phone users can send a text message with their ZIP code to "KNOWIT" (566948) to identify a nearby testing site. Or call or email the CDC hotline (for English- and Spanish-speakers) 1-800-CDC-INFO (1-800-232-4636); TTY: 1-888-232-6348 (Hours: 24 hours a day, 7 days a week) E-mail: cdcinfo@cdc.gov. Write 2 paragraphs about where to go and what it would be like to get tested, now or in your twenties. Attach them to this page.
4. Find out where in your community teens can get condoms. Call or email the CDC hotline (see #3, above). Or call your local 2-1-1 operator, public health department or Planned Parenthood for information about condom access in your area. Write 2 paragraphs about what you think it would be like – now or in your twenties – to get condoms for yourself or a friend. Attach them to this page.
5. Get a condom. Using a scissors, make it into a dental dam (clip the tip, clip the side and unroll it). Turn it in tomorrow, taped or stapled to this page.

Family Homework: HIV & AIDS: Review with Emphasis on Communication

All Family Homework is optional. You may complete an Individual Homework assignment instead.

PURPOSE: This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

DIRECTIONS: Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

Discuss together (the student and a trusted adult) the film script that you helped to write in class.

- What was the message you tried to convey?
- What do you each think about that message?

Alternately, if you have access to the web, find out your own state's laws regarding teens' access to HIV tests and condoms. You will find them here:

www.sexetc.org/state/?state_us_id=AL.

- Discuss together what you each think about those laws.
- Should teens be able to get confidential HIV tests? Why or why not?
- What about condoms? Should teens be able to buy condoms? ... get them free? Why or why not?



for lesson 12d

Family Homework: HIV & Barriers – Confirmation Slip

FOR FULL CREDIT, THIS HOMEWORK IS DUE: _____

We have completed this Homework Exercise.

Date: _____

student's signature

signature of family member or trusted adult

References:

- ¹ University of California San Francisco Medical Center. (2010, December 1). *AIDS Diagnosis*. Retrieved from www.ucsfhealth.org/conditions/aids/diagnosis.html
- ² Centers for Disease Control and Prevention. (2010, August 11). *Basic Information About HIV and AIDS*. Retrieved from www.cdc.gov/hiv/topics/basic/index.htm#prevention
- ³ Ibid
- ⁴ Ibid.
- ⁵ Centers for Disease Control and Prevention. (2010, June 4). Youth Risk Behavior Surveillance – United States 2009. *Morbidity and Mortality Weekly Report*, Vol. 59, No.SS-5.
- ⁶ Reece, Michael et al. Findings from the National Survey of Sexual Risk and Behavior. (2010) *The Journal of Sexual Medicine*. Indiana University. Volume 7. Supplement 5.
- ⁷ Centers for Disease Control and Prevention. (2008, June 6). Youth Risk Behavior Surveillance – United States 2007. *Morbidity and Mortality Weekly Report*, Vol. 57. No.SS-4.